



Charles B DuBose Middle

1005 DuBose School Road
Summerville, South

Grades	6-8 Middle School	
Enrollment	905 Students	
Principal	Kenneth Farrell	843-875-7012
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

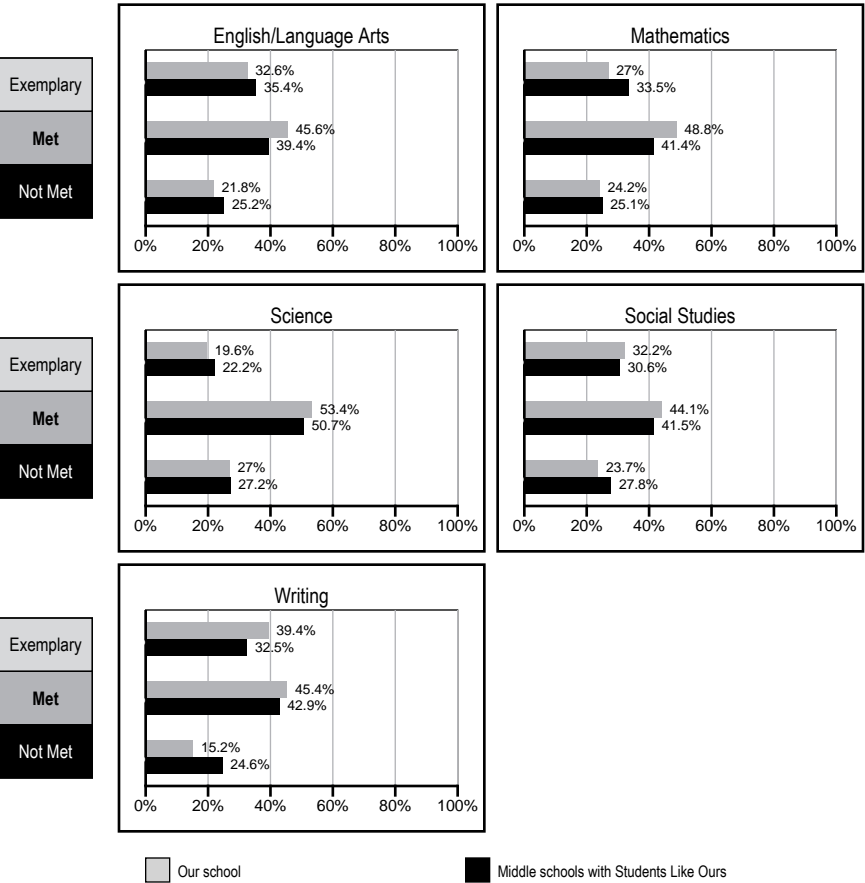
93.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	31	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.7%	98.4%
English 1	98.4%	98.1%
Physical Science	100.0%	91.9%
US History and the Constitution	N/A	N/A
All Subjects	97.6%	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=905)				
Students enrolled in high school credit courses (grades 7 & 8)	57.1%	Up from 27.0%	26.2%	21.6%
Retention rate	2.2%	Down from 3.6%	1.1%	1.2%
Attendance rate	95.7%	Up from 95.1%	96.0%	95.9%
Eligible for gifted and talented	13.2%	Down from 16.6%	19.7%	14.8%
With disabilities other than speech	10.6%	Up from 9.8%	11.3%	12.6%
Older than usual for grade	2.9%	Down from 3.3%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.4%	Up from 3.5%	0.8%	0.6%
Annual dropout rate	1.0%	Up from 0.4%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	38.2%	Down from 49.1%	57.6%	56.9%
Continuing contract teachers	65.5%	Down from 73.6%	76.3%	72.7%
Teachers with emergency or provisional certificates	6.5%	Up from 4.7%	5.6%	5.3%
Teachers returning from previous year	78.2%	Up from 78.0%	85.1%	82.9%
Teacher attendance rate	92.0%	Down from 93.2%	95.1%	95.2%
Average teacher salary*	\$45,073	Up 2.0%	\$47,028	\$46,599
Professional development days/teacher	18.1 days	Up from 13.7 days	10.6 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.3 to 1	21.8 to 1	20.1 to 1
Prime instructional time	86.4%	Down from 86.8%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.0%	98.8%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,840	Up 3.1%	\$6,963	\$7,645
Percent of expenditures for instruction**	58.1%	Down from 61.1%	64.4%	63.4%
Percent of expenditures for teacher salaries**	54.6%	Down from 56.4%	57.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

DuBose Middle School is located in Dorchester County. We continue to strive to provide each of our students with the skills necessary to be productive. Our vision is to provide a learning environment where all students learn at their highest level, as we strive to reach AYP. DMS continues to work toward the SC Performance Goals. We have 36 Duke University TIP and many Junior Scholar participants. Of those students, 5 have earned State Level Honors. The student body demonstrated their academic success during the Low Country Quest Competitions and Quiz Bowl, as well as other academic competitions throughout the year. In these academic competitions, many of our teams and/or individual students placed 1st, 2nd or 3rd. We are also very proud that the DMS Robotics Team won competitions on the regional and state levels. Our steel drum band is the only one of its kind in the district and was in heavy demand to perform throughout the 2008-2009 school year.

Decreasing the achievement gap in language arts and math continues to be a main focus at DuBose Middle. We use the Read 180 program in all grades to address the needs of struggling readers. We provide computer-assisted instruction with the use of SMARTBoards, wireless laptops, and computer labs. At DMS, we use the APEX Credit Recovery/Remediation Program and Compass Learning to assist students in their ability to achieve and accelerate at their own pace. MAP data is used to specifically identify areas of students' strengths and deficiencies. Thus, we saw a need to implement Strategies of Success (S.O.S.) classes to assist our students in strengthening their academic skill levels. Each student spends thirty minutes per day working on math or reading in small groups. We continued to use the InTouch software to keep parents informed. We also implemented the ParentLink Telephone Communication Message System and the weekly Homework Journal to enhance our ability to keep parents informed and involved in their students learning. The school website and parent focus meetings are used to address the challenges of home-school relations. The DMS faculty and staff continue to conduct report card nights and award ceremonies and to schedule parent/teacher conferences.

Teacher professional development continues to focus on best instructional practices, such as Differentiated Instruction and Explicit Direct Instruction to help address the varied needs of our students. Also, focus was placed on integrating individual student clickers into the classroom. The implementation of technology initiatives was also a continued focus of our staff development this school year. During 2008-2009, we piloted a single gender education program. We trained teachers in the use of single gender education strategies. We provided two sections of single gender education for each grade level; we also implemented single gender strategies school-wide in our heterogeneous classes. The DMS faculty consists of 55 certified teachers. The mission of DuBose Middle is to provide each of our students the skills necessary to become productive citizens by providing a nurturing environment where staff, parents and community work together to provide challenges and opportunities.

Kenneth Farrell, Principal
Susie Walter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	244	117
Percent satisfied with learning environment	71.7%	68.9%	76.9%
Percent satisfied with social and physical environment	87.2%	76.2%	77.2%
Percent satisfied with school-home relations	68.1%	81.7%	73.0%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	903	99.7	22.8	46.2	31	86.2	89.3	82.8	Yes	Yes
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Gender										
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Male	446	99.8	27.9	45.1	27	80.1	86.4	79.3	N/A	N/A
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Female	457	99.6	17.9	47.3	34.8	92	92.2	86.5	N/A	N/A
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Racial/Ethnic Group										
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White	639	99.8	19.1	46.7	34.2	87.6	92.9	89.5	Yes	Yes
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African American	206	99.5	35.4	45	19.6	80.4	82.3	73.7	Yes	Yes
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Asian/Pacific Islander	17	100	11.8	35.3	52.9	100	93.3	92.3	I/S	I/S
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Hispanic	31	96.8	22.2	59.3	18.5	85.2	82.7	76.5	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
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Disability Status										
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Disabled	97	100	59.8	24.1	16.1	51.7	59.6	52	No	Yes
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Migrant Status										
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Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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English Proficiency										
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Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
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Socio-Economic Status										
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Subsided meals	359	100	29.3	50.9	19.8	81.7	81.9	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	903	99.8	25	50.2	24.8	83.7	85.8	78.9	Yes	Yes
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Gender										
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Male	446	99.8	25	51	24	83.1	85.2	77	N/A	N/A
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Female	457	99.8	24.9	49.4	25.6	84.2	86.4	80.9	N/A	N/A
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Racial/Ethnic Group										
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White	639	99.8	20.6	51.4	27.9	86.6	91.5	87.2	Yes	Yes
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African American	206	99.5	39.2	48.1	12.7	74.6	74.4	66.7	Yes	Yes
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Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	91.8	93	I/S	I/S
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Hispanic	31	100	37	48.1	14.8	74.1	80.4	76	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
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Disability Status										
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Disabled	97	100	63.2	31	5.7	46	57.1	45.5	No	Yes
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Migrant Status										
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Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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English Proficiency										
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Limited English Proficient	11	100	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
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Socio-Economic Status										
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Subsided meals	359	100	32.9	50.9	16.2	77.4	76.5	70.2	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	601	99.8	26.8	53.6	19.6	73.2	75.3	67.5
Gender								
Male	291	100	26.8	51.3	21.9	73.2	75	67
Female	310	99.7	26.8	55.7	17.4	73.2	75.8	68
Racial/Ethnic Group								
White	437	99.8	22.3	53.6	24.1	77.7	83.8	79.5
African American	126	100	41.4	53.4	5.2	58.6	57	50.3
Asian/Pacific Islander	12	100	8.3	50	41.7	91.7	86.4	84.3
Hispanic	20	100	N/AV	N/AV	N/AV	56.3	70.5	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	60	100	63	31.5	5.6	37	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	230	100	35.6	51.4	13	64.4	59.9	55.1

Social Studies

All Students	600	100	23.6	44	32.3	76.4	81.2	72.3
Gender								
Male	299	100	23.4	37.6	39.1	76.6	80.9	71.5
Female	301	100	23.9	50.4	25.7	76.1	81.4	73.2
Racial/Ethnic Group								
White	420	100	21.5	43.5	35	78.5	86.7	80.7
African American	141	100	31.3	48.9	19.8	68.7	69.9	60
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	91.5	88.5
Hispanic	20	100	38.9	27.8	33.3	61.1	73.6	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	67	100	55.7	27.9	16.4	44.3	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	247	100	28.5	51.3	20.2	71.5	70.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	896	98.8	14.5	45.7	39.8	85.5	81.7	70.2	95.7	96.2
Gender										
Male	445	98.7	22.4	45.3	32.4	77.6	76	63.2	95.4	96.1
Female	451	98.9	6.8	46.2	46.9	93.2	87.5	77.5	96	96.3
Racial/Ethnic Group										
White	630	98.7	12.9	45.7	41.4	87.1	86.9	79.1	95.5	96
African American	207	99	19.8	49	31.3	80.2	70.9	57.6	96	96.4
Asian/Pacific Islander	18	100	11.1	33.3	55.6	88.9	88.6	86.2	96.6	97.1
Hispanic	31	96.8	14.8	37	48.1	85.2	78.9	62.6	96.7	96.4
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	88.4	68.7	93.5	95.8
Disability Status										
Disabled	95	96.8	52.9	37.9	9.2	47.1	37.7	26.1	94.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	98.1	98.1
English Proficiency										
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	70.2	61.2	95.1	96.3
Socio-Economic Status										
Subsidized meals	354	99.2	18.1	52.1	29.8	81.9	70.2	58.9	95.1	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	299	99.7	22.9	45	32.1	77.1
	7	299	100	21.4	48.3	30.3	78.6
	8	305	99.3	24.1	45.4	30.5	75.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	299	99.7	23.6	53.6	22.9	76.4
	7	299	100	19.2	50.2	30.6	80.8
	8	305	99.7	31.9	46.8	21.3	68.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	147	100	25.2	59.7	15.1	74.8
	7	299	100	25.7	54.4	19.9	74.3
	8	155	99.4	30.5	46.1	23.4	69.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	21.7	49.7	28.7	78.3
	7	299	100	25.1	39.9	35.1	74.9
	8	149	100	22.9	46.4	30.7	77.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	98.7	11.7	49.8	38.4	88.3
	7	299	99	16.8	39.9	43.2	83.2
	8	299	98.7	14.9	47.3	37.7	85.1

Abbreviations for Missing Data

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